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AUTHOR	Smoot, Sharene L.
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ABSTRACT

This study collected feedback from the preservice teacher participants in a field-based teacher education program at Georgia College and State University. Respondents answered questions about the qualities of their host teachers and the environments of their host schools in the local community. In the 1999-200 school year, the ongoing study received 322 evaluations. Eighty-six percent of preservice teachers rated the teaching effectiveness of their host teachers as "good" or "excellent" in 1999-2000. As is usually the case, about 70% say they would recommend the host teacher. Preservice teachers confirmed the expectation that school support for special education and collaborative practices among host teachers was low. In 1999-2000, researchers were pleased with the functionality of the assessment instrument and the uses to which they could put the data. An appendix contains an update for the study presenting data from the 2001-2002 school year. In that year, there were 215 field placement evaluations from the fall semester and 102 from the spring semester. Ratings were generally about the same as in the previous year, although ratings of collaborative involvement of host teachers were on the rise, at 59% in 2001-2002, compared to 38% in 2000-2001. (Contains 15 tables and 16 figures.) (SLD)

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Evaluating Field-based Placements for Preservice Teachers: Measuring the Mentoring Qualities of the Host Teachers, Student Satisfaction with Placement, and Gathering Program Evaluation data for N.C.A.T.E. Reaccreditation

Presented at

23 Annual Conference of the Teacher Education Division

Council for Exceptional Children

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In the Appendix to this paper is a 2002 update.

Sharene L. Smoot, Ph.D.
Associate Professor of Educational Foundations
John H. Lounsbury School of Education
Georgia College and State University
Campus Box 71
Milledgeville, Georgia 31061
ssmoot@mail.gcsu.edu
912-445-0512

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Statement of the Problem: Evaluating Field Placements of Preservice Teachers

The purpose of this ongoing study was to collect feedback data from the preservice teacher participants in our field-based teacher education program about the qualities of their host teachers and the environments of their host schools in the local community. As teacher educators in our undergraduate program, each instructor serves as an advisor, mentor, and leader of a small cohort, staying with these preservice teachers for both their junior and senior year of college. Each year we start one new group as a cohort from rising juniors in early childhood education, middle grades education, special education, and secondary education. Juniors are placed in public schools in the local community and the seniors are placed in nearby communities as we are in a rural area of middle Georgia. Each mentor leader often matched our preservice teachers with host teachers whom we knew personally or were recommended by others such as building principals, other professors, or informal feedback from former participants. We needed to formalize this information gathering process to assess the quality of our placements and for program evaluation purposes to meet N.C.A.T.E. reaccreditation standards. We had been given a deficiency in this area.

Description of the Program

Our conceptual framework for the John H. Lounsbury School of Education at Georgia College and State University states that we are going to produce beginning teachers who are capable and motivated to become "Architects of Change" in the local schools who will hire them. Our university is situated in a very small town that predates the civil war and used to be the capitol of Georgia. The school system was integrated in the 1960's. There already was a local military school, and a local private school (K-12) sprang up at that time. Our field-based, cohort style teacher education program had been implemented for nine years at two off-campus sites in Macon and Dublin. Many participants in these programs were non-traditional older students who were very positive about all their field experiences (twenty hours per week for two years) and about the support and collaboration skills that working in a cohort provided. Local school administrators readily hired these graduates and said that they were the best first-year teachers that they had experienced to date.

In 1997 we expanded the field-based and cohort-managed program to the local campus community in Milledgeville and phased out our "traditional" teacher education program. We also closed our traditional secondary education program and went to a fifth year program where preservice teachers would graduate from college with a major in their field and then come back for Master of Arts in Teaching during which they would also receive two semesters of intensive field based work similar to that in our undergraduate program. However, this program is off campus in Macon, a much larger city that has many high schools in which to make placements.

Description of the local school system

The small local public school system was very traditional and had recently hired a new superintendent interested in developing relationships with the teacher education program at the university. There is one high school, two middle schools, 6 elementary schools, and a Headstart program with about 6 classes. The local teachers had allowed our education majors to spend

time short practicum placements in their classrooms and to student teach in the traditional manner. The new teacher education program would challenge this culture by requiring preservice teachers to spend twenty hours a week in many classes in these same schools beginning the first semester of their junior year..

Desirable qualities of a host teacher

After developing our revised conceptual framework, which is characterized by the theme of Teachers as Architects of Change, we began to implement our new field-based programs by looking for local teachers willing to be a host and to mentor our preservice teachers who would be spending considerably more time in their classrooms during their junior year in college. All teacher educators who would be leading a cohort during the next two years met with the teacher educators who had been working with cohorts at the off campus locations to discuss desirable qualities of a host teacher. We wanted host teachers who would be accepting of having a college student majoring in education in his or her classroom for twenty hours a week. The person should be willing to share his or her students and stand back somewhat while the novice tried his or her developing teaching skills with the class. We especially wanted someone who would be willing to share his or her teaching strategies and explain both practices and policies.

We also wanted to choose host teachers who were good (effective) teachers and used best practices in the classroom. Not incidentally, these hosts would also have to be good role models for using sound behavior management practices. And they had to have genuine enthusiasm for teaching; we wanted to avoid teachers who were burning out.

Finally we needed to have host teachers who would honor the requirements that we would assign our students to perform in his or her classroom, helping them only as much as needed. Since we were trying hard to turn educational theory into practice and to help our students make connections with their book learning and their field learning, we needed to have host teachers who both respected and used educational theories in their day-to-day teaching.

Desirable qualities of the personnel and facilities of a host school

Some of the qualities of a local school that support good field-based placements were related to both the personnel and the facilities of the school. We looked at the support staff. Were the workers friendly and helpful to preservice teachers? Our college students ranged from traditional age juniors to older persons who were returning to the work force or changing careers. Our preservice teachers had to find out how schools were run and how to work with both support staff and other teachers working in that school.

We looked at the attitudes and visions of the school leadership. Was the principal involved with the teachers and knowledgeable about what went on in classrooms? Were the school leaders supportive of their children in special education programs and moving towards the goals of inclusion or at least mainstreaming as much as possible? We knew from our initial visits that often all the special education classes were clustered in one location. What about collaboration among teachers? Since we were stressing the importance of collaboration within and among our three program cohorts, we looked for schools where teams of teachers jointly taught groups of

students. This was a *must* for middle schools and a desirable goal for special education and early childhood education teachers also.

Finally we considered the facilities, knowing that a school may have a great faculty and program even if the facilities were less than modern. We looked for schools that were new or well-maintained, schools that had attractive grounds and outbuildings, and finally schools that were not so overcrowded that mobile classrooms flourished everywhere. We also tried to get our preservice teachers to look at the school through the eyes of the children. Did the school appear friendly and appropriate to the age level?

Data Gathering Instrument

We decided to have the preservice teachers evaluate each placement that they had at the end of the term or the placement. Since they themselves were being evaluated by their host teachers, we wanted our preservice teachers to have the opportunity to give anonymous feedback about their placement: the qualities of their host teachers and the qualities of the school, both the physical structure and the organizational environment. After all, they spent much more time in the schools than we did, even though we did visit frequently. *A copy of the current instrument (2003) is in the Appendix.*

We wanted to gather both qualitative and quantitative data since our program was brand new. A rating scale was devised based on the qualities that our faculty valued as stated above. In order to get qualitative information from our preservice teachers, each question was first stated as a rating and then an open-ended follow-up question was used to elicit more specific information. In addition, each student was asked if he or she would recommend this host teacher for another preservice teacher. A copy of the instrument was piloted at the end of our first year and revised. Another revision is available now (2003) for students to complete at a web site. See Appendix. The data are then downloaded into a spread sheet for analysis.

Findings

(More recent finding are in the Appendix). In the 1999-2000 school year we received 322 evaluations. We tried to have each preservice evaluate each of six different placements, but we got about half of that. Briefly, we found that our preservice teachers rated the teaching effectiveness of their host teachers 86% good or excellent in the 1999-2000. When asked, "would you recommend this host teacher?" a rather stable 70% say yes, from year to year. To find out what our preservice teachers valued in their host teachers, I correlated the teacher quality ratings with the recommendations. There were differences among the three undergraduate programs. Special education majors valued host teachers who shared their strategies, were enthusiastic, who were accepting of them as novice teachers, and who could show how learning theory was applied in their teaching practice.

Sadly, the preservice teachers confirmed out suspicions that school support for special education and collaborative practices among host teachers were low although there were a few "bright spots". Only 44% of the evaluations said that there was excellent school-wide support for special education, and 25% said that it was good. But 27% said that they didn't know (and these

evaluations were done after a nine week placement!). As for collaborative practices among host teachers, only 38% had observed this; 43% said that they weren't sure, and the rest said no. This is particularly problematic for preservice teachers in the middle schools. In the Appendix is an abbreviated version of the 2001-2002 report which shows that collaborative practices are steadily improving.

Implications

This year (2001-2002) we have received a grant to work more closely with local public schools that have agreed to be Partner or Professional Development Schools. This is a part of a statewide initiative to get the academic communities more involved with local schools. When universities are situated in small, rural town, there are often "town and gown" issues that spill over and discourage cooperation. The grants are incentives to promote a better exchange of ideas. We intend to use our data as a baseline for evaluating the impact of our efforts to collaborate with our Partner Schools as we educate each other and support a more inclusionary model. In addition, many badly needed new schools have been built in middle Georgia in the last four years and the opportunity for updating practices now exists.

Finally, since this presentation was given at this conference, our work with partner schools is resulting in improvement in these practices. The report in the appendix to this paper shows that we are able to use this data to rank schools by the various aspects that we are measuring. We are also able to honor host teachers who have been ranked especially highly by our preservice teachers. Also the qualitative data that we have been gathering about the three topics of special education inclusion, teacher collaboration, and role of the principal are available for use in assessing needs for our graduate programs. Our graduate programs produce advanced teacher practitioners in special education, early childhood and middle grades, secondary education in social studies and science, and school leadership. We are very pleased with the functionality of this assessment instrument and the multiple ways that we are able to make use of the information that we are getting.

Appendix

Sample of questionnaire

Most recent report findings (2001-2002 school year)

Evaluation of Field Placements

School_____ Teacher_____ Date _____

Directions: Please think about the field placement ***you just completed*** *when you answer these questions:* ***Circle one rating for each. Your answers will help us place others and will be kept confidential.***

The Teacher

1. Cooperation: Rate the teacher's acceptance of you as a novice teacher and help with your assignments.

Collaborates and shares helpfully as you plan and teach your lessons	Gives guidance with your teaching plans & requirements	Gives minimal help with your teaching plans & requirements	Resistant to letting you teach lessons as required by GC&SU
Excellent	**Good/Fully Satisfactory**	**OK/Fair**	**Poor/Unsatisfactory**

2. Communication: Teacher who listens to concerns of others and shares ideas willingly and positively.

You and the students could easily talk with this teacher, he/she often included you when consulted by other teachers and parents	You and the students could easily talk with this teacher; but you rarely observed consultations with other staff or parents.	Occasionally would have time to talk with you but did not include you in any consultations with other staff or parents.	Communication was limited to instructions or negative comments and complaints
Excellent	**Good/Fully Satisfactory**	**OK/Fair**	**Poor/Unsatisfactory**

3. Behavior Management: Teacher who develops responsible students and stimulates learning.

Teacher was usually coaching. The students seemed to manage their own behavior, learning was almost always taking place.	Teacher had an effective system of managing students but there were occasional incidents or short disruptions to the learning going on.	Teacher could manage most of the students, but some students frequently disrupted the progress of learning.	Teacher had little control of the class. Students were not often held accountable for their own learning.
Excellent	**Good/Fully Satisfactory**	**OK/Fair**	**Poor/Unsatisfactory**

4. Use of Technology

Both teacher and the students initiated use of a variety of technology for achieving lesson or curriculum objectives usually on a daily basis.	Teacher used a variety of technology to extend learning opportunities for students and for special units or projects in the curriculum.	Teacher primarily used technology such as videos, computer word processing, or computer drills/games to motivate or reward students.	Teacher rarely used any technology (except for record keeping) to develop curriculum concepts or skills in learning.
Excellent	**Good/Fully Satisfactory**	**OK/Fair**	**Poor/Unsatisfactory**

5. Bringing all students to higher levels of learning

The teacher frequently used a variety of evaluation strategies or pretest-posttest activities to plan for instruction that would continuously move all students forward to meet or exceed objectives.	Teacher used a variety of evaluation strategies to pretest students over lesson or curriculum objectives prior to planning units of instruction and/or gave short tests & feedback along the way.	Teacher occasionally used evaluation strategies to plan for reteaching or assisting lower achieving students to master the lesson or curriculum objectives.	Teacher seldom used evaluation strategies to help students at different levels of ability to master the same curriculum objectives.
Excellent	**Good/Fully Satisfactory**	**OK/Fair**	**Poor/Unsatisfactory**

6. Would you recommend another cohort student for this teacher? **Yes** **Maybe** **No**

Please continue on back or next page.

Please Rate These Other School Staff Aspects

7. Did you and your host teacher have any contact or friendly visits with the principal?

Several times	More than once	Once	Not once

Did the principal have knowledge of what went on in classrooms? (*Please write a short answer*)

_____

_____

8. Is the school overall supportive of their students with disabilities, accepting and including them in as many ways as possible? For example, inclusion, mainstreaming, after school programs, special events.

Nearly Always	Regularly	Not Often	I don't Know

Are the special education staff and classes isolated from the rest of the school? (*Please explain*)

_____

_____

9. Are there any teams of teachers that jointly plan for and instruct a common set of students for the purpose of coordinating instruction?

Yes, teams of 3 or more teachers work together here	Two Teachers Collaborate with one or two classes	Teachers mostly work alone with their own class	I don't know

(*Please describe the team teaching or collaboration that you observed or participated in*)

_____

_____

_____

_____

_____

The School

(Please circle one)

10. Appearance of school: Are the school, grounds, and outbuildings attractive and well-maintained?

Very attractive	Mostly attractive	Fairly attractive	Not attractive at all

11. Are all school areas and outbuildings accessible to teachers, visitors or students using wheelchairs?

Yes, ramps or elevators	One or two places are not accessible	Three or more areas are not accessible	I don't know

12. Is the school overcrowded with classes in temporary housing such as trailors or divided classrooms?

Yes, three or more	Only one or two	No	I don't know

13. Does the school appear student-centered, friendly & appropriate to the age level?

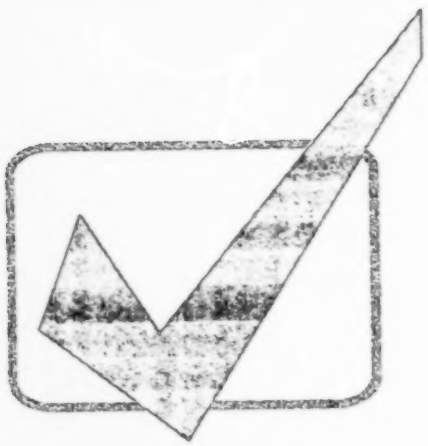
Very Inviting	Mostly Appropriate	Neutral or Suitable	Not Appropriate at all

Thank you very much for helping us improve our field based placements!

Results of Evaluation of Field Placements

By GC&SU Cohort Students

Fall 2001 and Spring 2002 Semesters



Mentor Leaders & Program:

Amy Childre, Special Education K-12 (Juniors, Main Campus)
Karynne Kleine, Middle Grades (Seniors, Main Campus)
Brian Mumma, Early Childhood, (Seniors, Macon Campus)
Nancy Mizelle, Middle Grades, (Juniors, Macon Campus)
Rosemary Jackson, Special Education K-12 (Seniors, Main Campus)
Karynne Kleine, Middle Grades (Seniors, Main Campus)
Cynthia Alby, Secondary (MAT, Macon Campus)
Kevin Crabb, Secondary (MAT, Milledgeville Campus)
Melissa Adams & Cyndi Rickman, Early Childhood (Juniors, Main Campus)
Lyndall Warren, Early Childhood (Seniors, Main Campus)
Ellen Campbell, Health & Physical Education, Main Campus
Patti Tolbert, Music Education, Main Campus

Date of Report: July 15, 2002
Data Analysis by Sharene Smoot, Assessment Coordinator
With thanks to all mentor leaders and Martha Jones, Public School Liaison

Summary of Findings from 2001-2002 Evaluations

We received a total of 215 field placement evaluations from GC&SU cohort students in Fall Semester 2000 and 102 in Spring Semester 2001 when we used the revised forms.

74% of the students said that they would recommend another cohort student for their host teacher, 15% said maybe, 6% said that they would not recommend their host teacher for another student, and 5% didn't answer this question. This is about the same as last year's results.

Ratings for the various qualities of host teachers ranged from 89% positive in communication skills to 51% positive for technology use. Cooperation of host teachers with the GC&SU students' requirements were also highly rated at 88% positive, while behavior management skills were 80% positive, and the host teachers' ability to bring all students to higher levels of learning was 70% positive. This is about the same as last year, except that technology use in the classroom was rated somewhat lower this year.

The host teacher ratings were summed for a final score. The group of teachers with the highest ratings was included in an "honorable mention" list for our partner schools.

The "rule of ten" was used to make up a table of results for our partner schools on a question by question basis. This can be pulled out and used to make up individual feedback forms for each partner school.

The preservice teachers' ratings of the involvement of their host teachers in collaborative partnerships or team teaching are definitely on the rise. It was 59% positive this year compared to 38% for last year and only 20% from the first semester that we asked our preservice teachers about this critical element for teaching in today's schools.

Ratings of how much the school principals were involved with teachers were a little lower than last year. We have data going back to 1997 host teacher feedback forms that would be a good research baseline for the Educational Leadership M.Ed. and Ed.S. programs here.

School acceptance of special education programs was about the same as last year, however the number of preservice teachers not answering that question or checking "Don't Know" has decreased since last year. More and more of the comments mentioned the inclusion model of teaching students with mild disabilities in the general education classroom. It is done with varying degrees of involvement in general education of the special education teacher who has that student on his or her caseload.

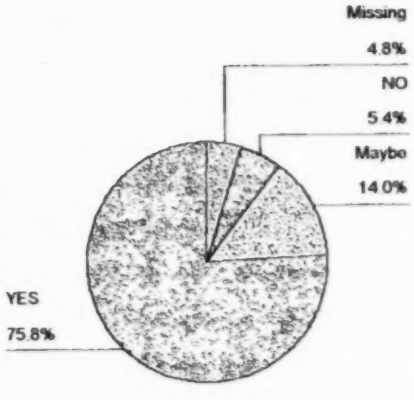
All ratings of school buildings, facilities, and environment were highly positive also. However, there are still some schools with places that are not accessible to wheelchair users.

Results of Evaluations of Field Placements

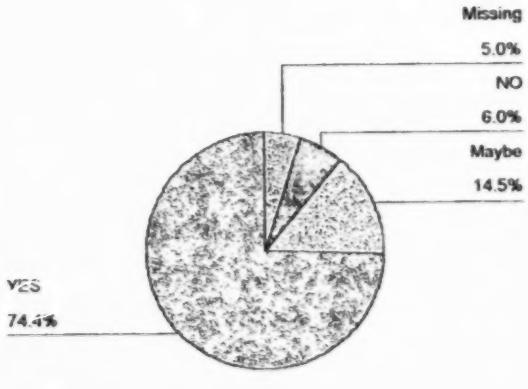
Fall 2001 and Spring 2002 School Year

Students are asked to evaluate their field placements during both semesters of their junior year and during the fall semester of their senior year. Each semester, students experience placements with two different teachers, sometimes in different schools or sometimes in different grade levels. Students are asked to evaluate each placement with a questionnaire that addresses three main aspects of a placement. The first and most important is the teacher who has agreed to mentor and help develop this preservice teacher. The second factor evaluated is the presence of desirable social/environmental factors that also help in the growth of our preservice teachers. The last factor is the physical environment of the school. Finally, the student is asked whether or not he or she would recommend this teacher for another cohort student.

Would you recommend another cohort student for this teacher?



2000-2001



2001-2002

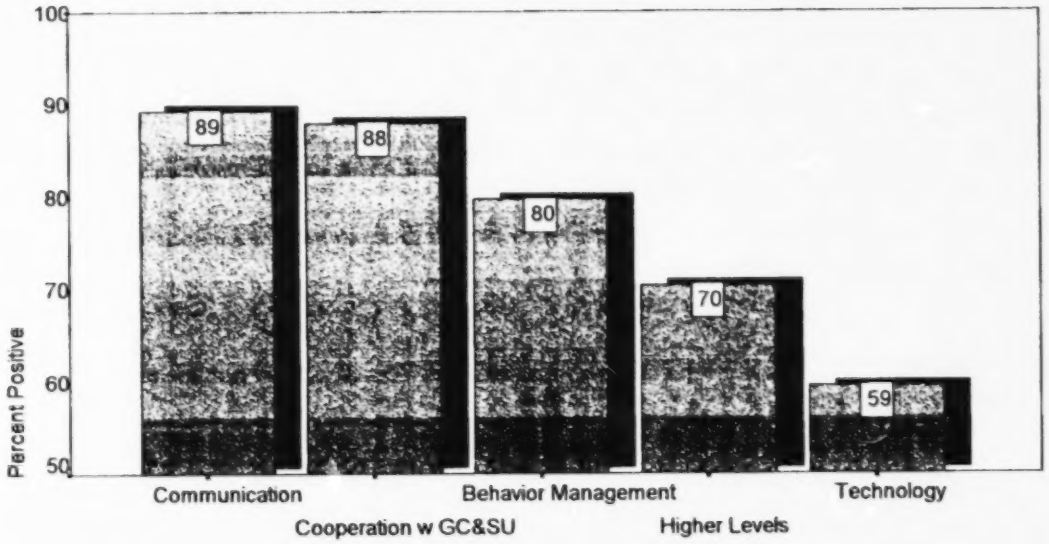
The results for last year and this year are about the same. There were 215 collected in the fall semester and 102 in the spring semester (2002).

Qualities of Desirable Host Teachers (Part 1)

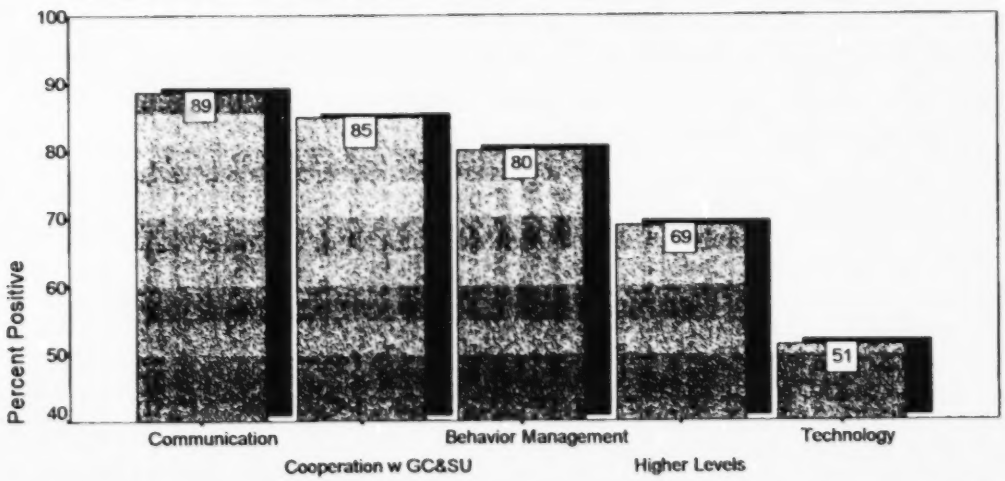
Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Fall 2000 results were about the same as last year's ratings.

Ratings of *Excellent* plus ratings of *Good* were added to get the percent responding positively.

Results of Ratings from Pilot Survey Spring 2001



Results of Ratings from Fall 2001 to Spring 2002 School Year

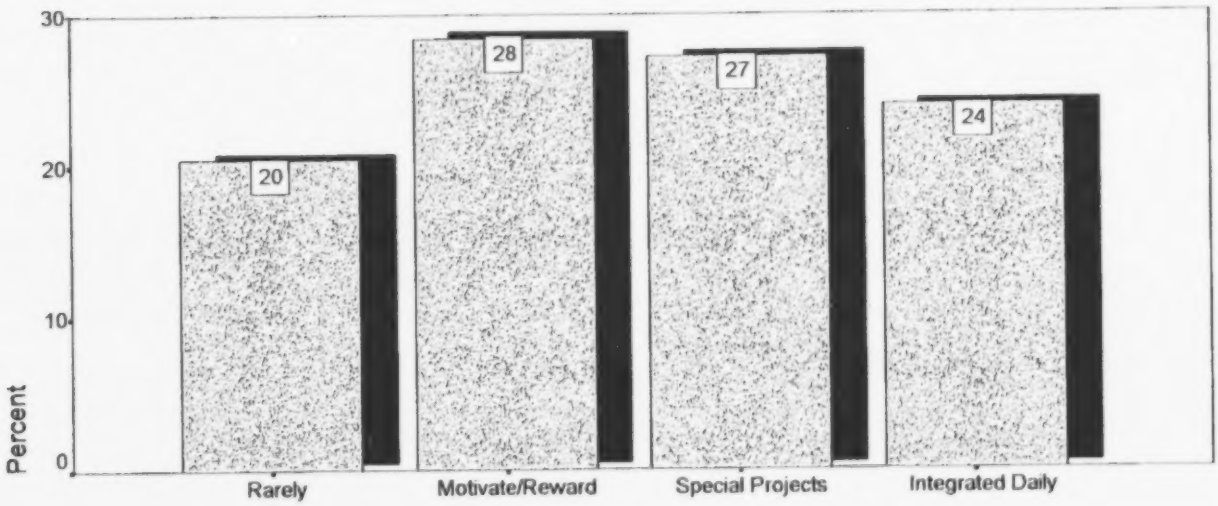


Ratings are about the same as last spring. Technology ratings are 8% lower, but the difference in these ratings is not statistically significant.

Opportunity for Improvement

Lowest rated was use of technology by host teachers, only **51%** gave positive ratings of excellent or good this year. Highest ratings were given to host teachers at the elementary level and in special education. Health and Physical Education Majors rated their host teachers the lowest, followed by Secondary Education as the next lowest. See table on next page.

Breakdown for Technology Ratings (N = 317)



Technology use by host teachers

24% said "Both teacher and students initiated use of a variety of technology for achieving lesson or curriculum objectives, usually on a daily basis." **Excellent (4)**

27% said " Teacher used a variety of technology to extend learning opportunities for students and for special units or projects in the curriculum". **Good / Fully Satisfactory (3)**

28% said "Teacher primarily used technology such as videos, computer word processing, or computer drills/games to motivate or reward students". **OK / Fair (2)**

20% said "Teacher rarely used any technology (except for record keeping) to develop curriculum concepts or skills in learning". **Poor / Unsatisfactory (1)**

Breakdown of Technology Ratings by Major

		Technology				
		Poor	OK/Fair	Good/Fully Satisfactory	Excellent	Total
General Ed. Teachers by Special Ed. majors in Inclusion Classes	Count	3	6	7		16
	Percent	18.8%	37.5%	43.8%		100.0%
Early Childhood	Count	20	38	40	35	133
	Percent	15.0%	28.6%	30.1%	26.3%	100.0%
Health & P.E.	Count	11	6		3	20
	Percent	55.0%	30.0%		15.0%	100.0%
Middle Grades	Count	9	11	8	9	37
	Percent	24.3%	29.7%	21.6%	24.3%	100.0%
Secondary	Count	2	4	4	2	12
	Percent	16.7%	33.3%	33.3%	16.7%	100.0%
Special Education	Count	19	24	25	26	94
	Percent	20.2%	25.5%	26.6%	27.7%	100.0%
Total	Count	64	89	84	75	312
	Percent	20.5%	28.5%	26.9%	24.0%	100.0%

The first group in the above table (n = 16) refers to ratings by special education teachers of their general education host teachers while in a collaborative/inclusion placement. The host teachers with the most Good or Excellent ratings in technology were in the following schools: Blandy Hills (68%), Mattie Wells Primary (67%), Putnam County Elementary (61%), Southside Elementary (54%), and Oak Hill Middle School (53%). The Baldwin High School ratings were the lowest, but all of the host teachers rated were either physical education or special education teachers.

Technology Use of Partner Schools with Ten or more Ratings

School	1 (Poor)	2 (OK)	3 (Good)	4 (Ex.)	Total
Blandy Hills Elem.	3	10	15	12	40 (68%)
Mattie Wells Primary	3	1	3	5	12 (67%)
Putnam Co. Elem	5	7	10	9	31 (61%)
Southside Elem	1	5	4	3	13 (54%)
Oak Hill Middle	5	13	8	12	38 (53%)
Creekside Elem.	3	11	8	7	29 (52%)
Gray Elem.	5	9	8	4	26 (46%)
Midway Elem.	6	9	7	3	25 (40%)
Davis Elem.	3	4	2	1	10 (30%)
Baldwin H.S.	14	4	2	5	25 (28%)

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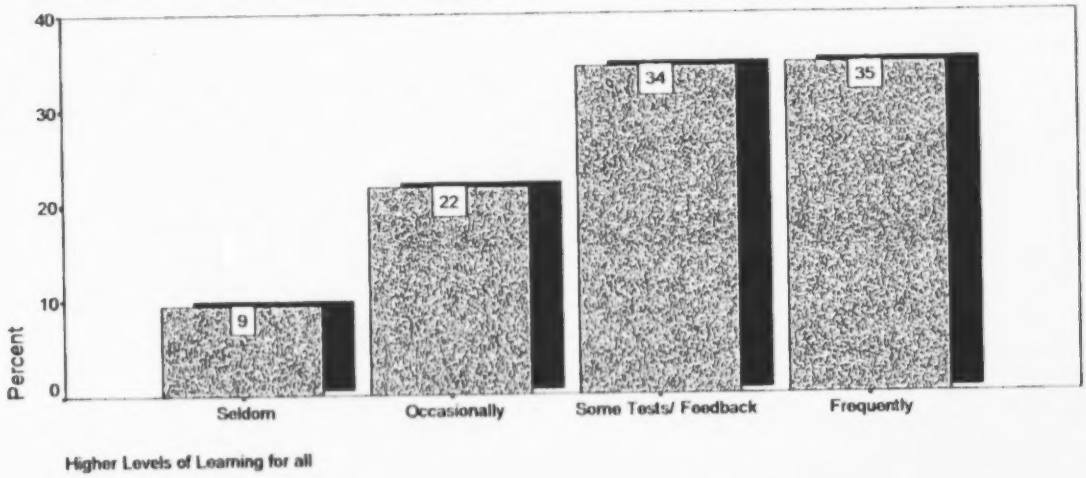
Bringing All Students to Higher Levels of Learning (69% positive)



35% said "The teacher frequently used a variety of evaluation strategies or pretest-posttest activities to plan for instruction that would continuously move all students forward to meet or exceed objectives. **Excellent**

34% said "The teacher used a variety of evaluation strategies to pretest students over lesson or curriculum objectives prior to planning units of instruction and/or gave short tests & feedback along the way. **Good / Fully Satisfactory**

22% said "The teacher occasionally used evaluation strategies to plan for reteaching or assisting lower achieving students to master the lesson or curriculum objectives. **OK/Fair**

9% said "The teacher seldom used evaluation strategies to help students at different levels of ability to master the same curriculum objectives. **Poor / Unsatisfactory**

Partner Schools with Ten or more Ratings

School	1 (Poor)	2 (OK)	3 (Good)	4 (Ex.)	Total
Blandy Hills Elem.	3	3	12	21	**39 (85%)**
Mattie Wells Primary		2	6	4	**12 (83%)**
Southside Elem		2	6	5	**13 (84%)**
Davis Elem.		2	3	4	**9 (78%)**
Putnam Co. Elem	3	8	9	11	**31 (65%)**
Creekside Elem.	3	6	15	5	**29 (69%)**
Midway Elem.	2	6	8	9	**25 (68%)**
Oak Hill Middle	4	9	18	7	**38 (65%)**
Gray Elem.	1	9	6	11	**27 (63%)**
Baldwin H.S.	5	8	4	5	**22 (41%**

Breakdown of Ratings by Major

		Higher Levels of Learning for all				
		Poor	OK/Fair	Good/Fully Satisfactory	Excellent	Total
Gen. Ed. by Special Ed.	Count	2	5	4	5	16
	Percent	12.5%	31.3%	25.0%	31.3%	100.0%
Early Childhood	Count	10	26	48	49	133
	Percent	7.5%	19.5%	36.1%	36.8%	100.0%
Health & P.E.	Count	3	8	6	4	21
	Percent	14.3%	38.1%	28.6%	19.0%	100.0%
Middle Grades	Count	4	8	18	8	38
	Percent	10.5%	21.1%	47.4%	21.1%	100.0%
Secondary	Count	1	1	3	7	12
	Percent	8.3%	8.3%	25.0%	58.3%	100.0%
Special Education	Count	9	19	27	34	89
	Percent	10.1%	21.3%	30.3%	38.2%	100.0%
Total	Count	29	67	106	107	309
	Percent	9.4%	21.7%	34.3%	34.6%	100.0%

Secondary Education, Middle Grades, and Special Education preservice teachers gave the highest ratings in this area to their host teachers. Health and Physical Education had the lowest ratings.

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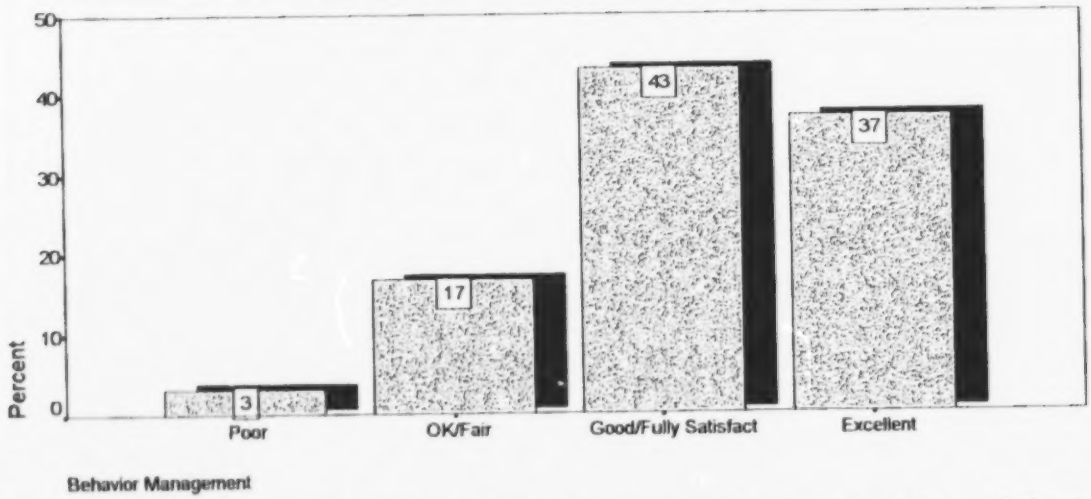
Behavior Management Ratings Were 80% Positive

Teacher Who Develops Responsible Students and Stimulates Learning



37% said "Teacher was usually coaching. The students seemed to manage their own behavior, learning was almost always taking place." **Excellent**

43% said "Teacher had an effective system of managing students, but there were occasional incidents or short disruptions to the learning going on." **Good / Fully Satisfactory**

17% said " Teacher could manage most of the students, but some students frequently disrupted the progress of learning". **OK / Fair**

3% said "Teacher had little control of the class. Students were not often held accountable for their own learning." **Poor / Unsatisfactory**

Partner Schools with Ten or more Ratings

School	1 (Poor)	2 (OK)	3 (Good)	4 (Ex.)	Total
Gray Elem.		3	8	16	**27 (89%)**
Southside Elem		2	8	3	**13 (85%)**
Midway Elem.	1	3	11	10	**25 (84%)**
Putnam Co. Elem	1	4	14	12	**31 (84%)**
Blandy Hills Elem.	2	5	15	19	**41 (83%)**
Creekside Elem.	1	6	17	5	**29 (76%)**
Mattie Wells		3	4	5	**12 (75%)**
Oak Hill Middle	3	7	22	6	**38 (74%)**
Davis Elem.		3	2	5	**10 (70%)**
Baldwin H.S.	1	9	10	5	**25 (60%)**

The partner schools on the elementary level had the highest ratings for host teachers who could manage the behavior of their students. Oak Hill Middle had 74% of the ratings as Good or Excellent and the lowest was Baldwin High School with only 60%.

Teacher who develops responsible students and stimulates learning

		Behavior Management				
		Poor	OK/Fair	Good/Fully Satisfactory	Excellent	Total
Gen. Ed. by Special Ed.	Count		2	5	9	16
	Percent		12.5%	31.3%	56.3%	100.0%
Early Childhood	Count	5	21	55	53	134
	Percent	3.7%	15.7%	41.0%	39.6%	100.0%
Health & P.E.	Count	1	4	13	3	21
	Percent	4.8%	19.0%	61.9%	14.3%	100.0%
Middle Grades	Count	1	11	18	8	38
	Percent	2.6%	28.9%	47.4%	21.1%	100.0%
Secondary	Count			7	5	12
	Percent			58.3%	41.7%	100.0%
Special Education	Count	3	15	38	39	95
	Percent	3.2%	15.8%	40.0%	41.1%	100.0%
Total	Count	10	53	136	117	316
	Percent	3.2%	16.8%	43.0%	37.0%	100.0%

The majors with the highest ratings of their host teachers were secondary education and special education. The inclusion placements with general education host teachers were 88% positive and the ratings of the special education host teachers were 81% positive.

Lowest ratings were by the health and physical education majors placed with host teachers at Baldwin High School (5), Clifton Ridge Middle (5), Oak Hill Middle (6), and TJ Elder Middle (5). This was not found to be a problem with the spring 2002 placements of the health and physical education majors.

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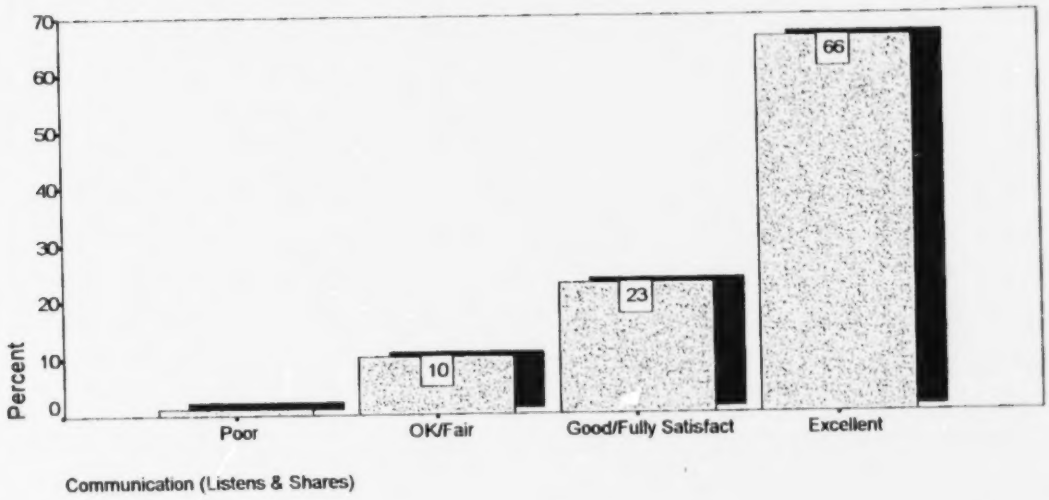
Communication: Teacher who listens to concerns of others and shared ideas willingly and positively (89% Excellent or Good)



66% said, " You and the students could easily talk with this teacher, he/she often included you when consulted by other teachers and parents".
23% said, " You and the students could easily talk with this teacher, but you rarely observed consultations with other staff or parents".
10% said "Occasionally would have time to talk with you, but did not include you in any consultations with other staff or parents".
1% said, "Communication was limited to instructions or negative comments and complaints".

Partner Schools

School	1 (Poor)	2 (OK)	3 (Good)	4 (Ex.)	Total
Wells Primary			2	10	**12 (100%)**
Gray Elem.		2	5	20	**27 (93%)**
Midway Elem.	1	1	3	20	**25 (92%)**
Davis Elem.		1	2	7	**10 (90%)**
Blandy Hills Elem.	1	3	5	32	**41 (90%)**
Creekside Elem.		3	12	14	**29 (90%**
Oak Hill Middle		4	10	24	**38 (89%)**
Southside Elem		2	3	8	**13 (85%)**
Baldwin H.S.		4	8	13	**25 (84%)**
Putnam Co. Elem	1	6	5	19	**31 (77%)**

Highest rated was the new school, Mattie Wells Primary. Lowest rated was Putnam County Elementary. Six of these ten partner schools listed had host teachers rated 90% positive or better in their ability to communicate with the preservice teacher and others.

The mentor leaders of the GC&SU preservice teachers actively screen out those host teachers volunteers who do not appear to have good communication skills. These skills are prerequisite to becoming a host teacher. Administrators are often consulted in regards to the placements, but the ultimate decision of which host teachers to use for a given academic term rests with the mentor leader.

Newly hired professors in the JHL-SOE are encouraged to consult the files on each host teacher. Evaluations from past years are stored in the office of the public school-university liaison. Lists of teachers by name and school along with the students' recommendations from the previous year are also available in the beginning of the new academic year when placements are being made.

Teacher who listens to concerns of others and shared ideas willingly and positively

		Communication (Listens & Shares)				
		Poor	OK/Fair	Good/Fully Satisfactory	Excellent	Total
Gen. Ed. by Special Ed.	Count		2	8	6	16
	Percent		12.5%	50.0%	37.5%	100.0%
Early Childhood	Count	3	15	27	89	134
	Percent	2.2%	11.2%	20.1%	66.4%	100.0%
Health & P.E.	Count		5	4	12	21
	Percent		23.8%	19.0%	57.1%	100.0%
Middle Grades	Count		6	9	23	38
	Percent		15.8%	23.7%	60.5%	100.0%
Secondary	Count		1	5	6	12
	Percent		8.3%	41.7%	50.0%	100.0%
Special Education	Count	1	3	19	73	96
	Percent	1.0%	3.1%	19.8%	76.0%	100.0%
Total	Count	4	32	72	209	317
	Percent	1.3%	10.1%	22.7%	65.9%	100.0%

Special Education majors and Secondary Education majors rated their host teachers at 90% or better in their communication skills.

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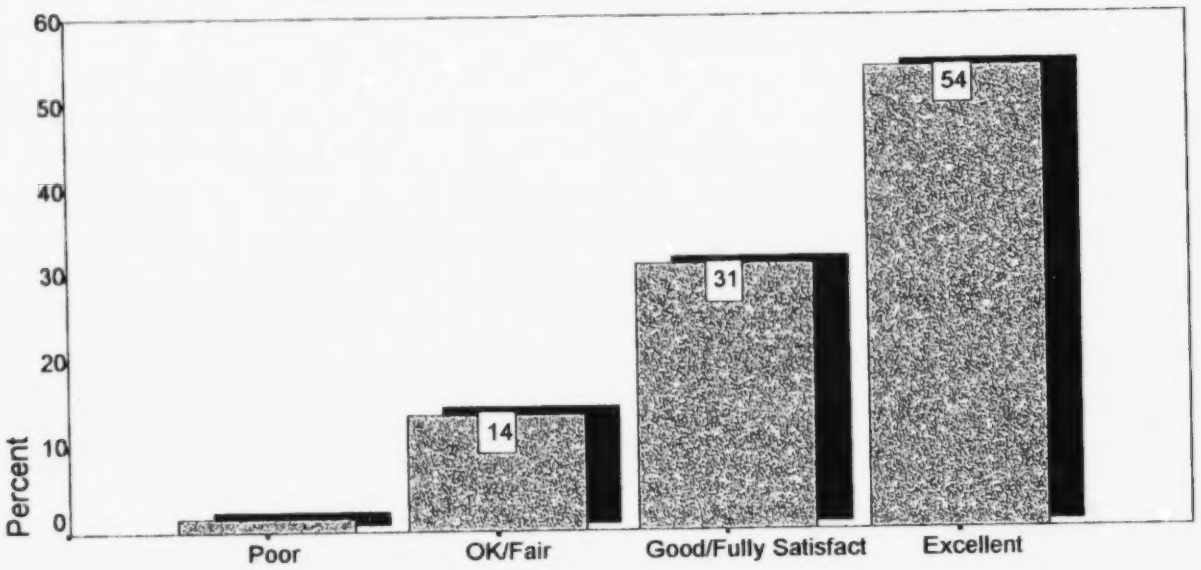
Cooperation: Rate the teacher's acceptance of you as a novice teacher and help given with your assignments (85% Positive).



Cooperation with GC&SU

54% said "Collaborates and shares helpfully as you plan and teach your lessons".
31% said "Gives guidance with your teaching plans & requirements".
14% said "Gives minimal help with your teaching plans & requirements".
1 % said "Resistant to letting you teach lessons as required by GC&SU".

Partner Schools

School	1 (Poor)	2 (OK)	3 (Good)	4 (Ex.)	Total
Gray Elem.		2	8	17	27 (93%)
Wells Primary		1	4	7	12 (92%)
Southside Elem		1	3	9	13 (92%)
Midway Elem.		1	4	7	12 (92%)
Blandy Hills Elem.		4	12	25	41 (90%)
Oak Hill Middle	1	4	12	21	38 (88%)
Creekside Elem.		4	9	16	29 (86%)
Baldwin H.S.	1	4	9	11	25 (80%)
Putnam Co. Elem	1	8	7	15	31 (71%)
Davis Elem.		3	5	2	10 (70%)

Half of the schools' host teachers received 90% or higher ratings. Putnam County Elementary and Davis Elementary received the lowest ratings.

Rate the teacher's acceptance of you as a novice teacher and help given with your assignments

		Cooperation with GC&SU				
		Poor	OK/Fair	Good/Fully Satisfactory	Excellent	Total
Gen. Ed. by Special Ed.	Count		4	8	4	16
	Percent		25.0%	50.0%	25.0%	100.0%
Early Childhood	Count	1	18	41	74	134
	Percent	.7%	13.4%	30.6%	55.2%	100.0%
Health & P.E.	Count	1	6	4	10	21
	Percent	4.8%	28.6%	19.0%	47.6%	100.0%
Middle Grades	Count		6	11	21	38
	Percent		15.8%	28.9%	55.3%	100.0%
Secondary	Count	1	2	3	6	12
	Percent	8.3%	16.7%	25.0%	50.0%	100.0%
Special Education	Count	2	7	31	56	96
	Percent	2.1%	7.3%	32.3%	58.3%	100.0%
Total	Count	5	43	98	171	317
	Percent	1.6%	13.6%	30.9%	53.9%	100.0%

This quality is essential for a host teacher who truly wishes to mentor a future educator. Secondary education majors were the least happy (75%) with the mentoring of their host teachers while the special education majors were the happiest (90%). Preservice teachers' responses to this question correlated the highest (Rho = .60, $p < .001$) with their decision to recommend this host teacher for another GC&SU preservice teacher.

Technical note:

The reliability analysis for these five questions yielded a Coefficient Alpha of .80, which shows a high degree of intercorrelation for these results for this year. In addition, all of these ratings are correlated moderately (Rho = .43 to .49) with the student's decision to recommend (or not) this host teacher for a peer.

Total scores for each teacher were calculated and the top rated teachers in our partner schools can be found on the next page.

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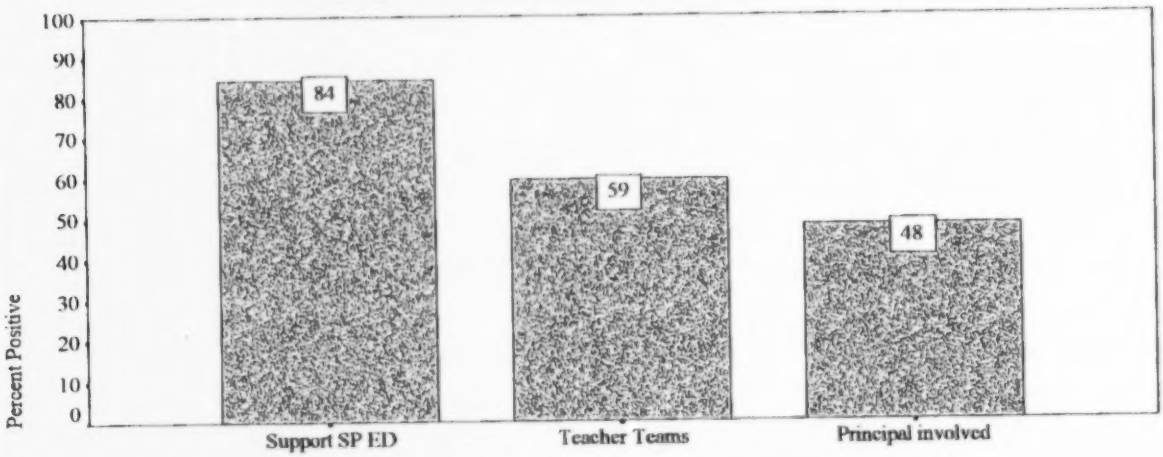
Part 2

Other important aspects of the school climate for the appropriate mentoring of preservice teachers are (a) the influence of the principal, (b) the inclusion of students with disabilities, and (c) the use of team teaching to improve and coordinate instruction.

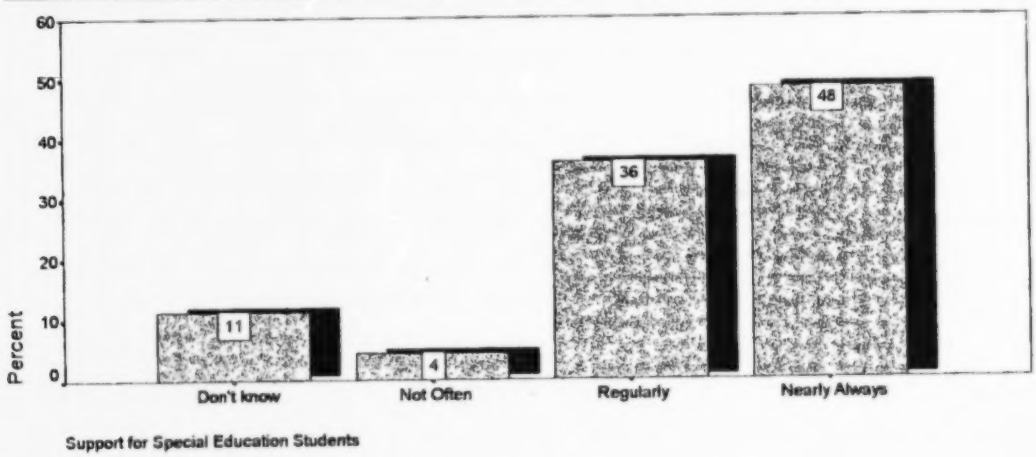
Results for Fall 2001- Spring 2002



Special Education

Is the school overall supportive of their students with disabilities accepting and including them in as many was as possible? For example, inclusion, mainstreaming, after school programs, special events?

84% Reported that the School was Supportive of Special Education



The 11% who said that they didn't know is down from 18% last year. This is a significant improvement over the last three years from 29% two years ago.

Breakdown by Major

		Support SP ED				Total
		Don't know	Not Often	Regularly	Nearly Always	
Early Childhood	Count	14	3	43	70	130
	Percent	10.8%	2.3%	33.1%	53.8%	100.0%
Health & P.E.	Count	1	2	9	7	19
	Percent	5.3%	10.5%	47.4%	36.8%	100.0%
Middle Grades	Count	11	2	14	11	38
	Percent	28.9%	5.3%	36.8%	28.9%	100.0%
Secondary	Count	1	2	5	4	12
	Percent	8.3%	16.7%	41.7%	33.3%	100.0%
Special Education	Count	6	4	35	50	95
	Percent	6.3%	4.2%	36.8%	52.6%	100.0%
Total	Count	33	13	106	142	294
	Percent	11.2%	4.4%	36.1%	48.3%	100.0%

Breakdown by Partner School

School	(Don't Know)	(Not Often)	(Regularly)	(Always)	Total
Mattie Wells Primary			3	9	12 (100%)
Gray Elem.	2		3	15	20 (90%)
Creekside Elem.	3		12	14	29 (90%)
Davis Elem.	1		6	1	8 (87%)
Midway Elem.			3	9	12 (87%)
Putnam Co. Elem	3	1	7	16	27 (85%)
Southside Elem	1	1	2	9	13 (84%)
Oak Hill Middle	7		19	11	37 (81%)
Blandy Hills Elem.	6	2	12	21	41 (80%)
Baldwin H.S.	3	3	11	7	24 (75%)

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Answers to open ended questions on the form were presented in the original report but only a few are presented here to shorten this paper.

"Are the special education staff and classes isolated from the rest of the school? *Please explain.*"

In many ways, yes. The special ed. classes are usually in trailers or in classrooms at the end of hallways.

Most sp ed are in trailers

No, the classes are mixed in pretty well.

No, they are evenly distributed throughout the school.

The classrooms are located in the various areas of the school.

The classrooms are spaced out among other classrooms.

There is a vocational building for PEC students and there are inclusion classes.

There were some special ed students included. Their teacher/aide was present.

Yes, some of the classes are in the vocational building which is located away from the main building.

Don't know.

The students were sometimes ignored and put to the side.

There is one classroom (self-contained) out in the back. The other classes are throughout the building.

No, but the students don't want to be seen (...?) them.

No, they are within the same buildings as reg ed and the teachers do not draw attention to the sp. Ed. students.

Not all classes are but some are in trailers and in vocational building.

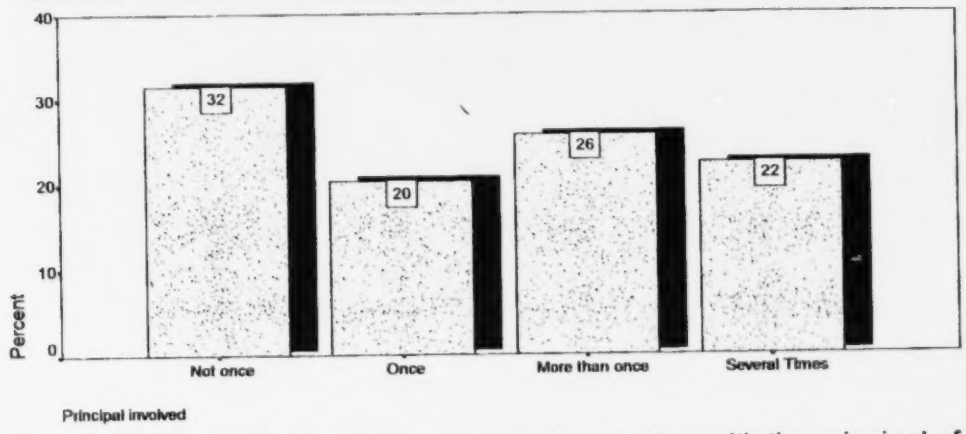
Not really. They are spread out throughout the school

Same classes seem to be but they are located throughout the school.

The Role of the Principal

Did you and your host teacher have any contact or friendly visits with the principal?

48% Reported that They Had Several Contacts with the Principal



However 32% of the preservice teachers reported no contact with the principal of their host school.

Breakdown by Major

		Contacts or Friendly Visits with the Principal				
		Not once	Once	More than once	Several Times	Total
Early Childhood	Count	45	23	30	32	130
	Percent	34.6%	17.7%	23.1%	24.6%	100.0%
Health & P.E.	Count	9	6	2	3	20
	Percent	45.0%	30.0%	10.0%	15.0%	100.0%
Middle Grades	Count	9	7	11	11	38
	Percent	23.7%	18.4%	28.9%	28.9%	100.0%
Secondary	Count	5	4	3		12
	Percent	41.7%	33.3%	25.0%		100.0%
Special Education	Count	25	20	30	20	95
	Percent	26.3%	21.1%	31.6%	21.1%	100.0%
Total	Count	93	60	76	66	295
	Percent	31.5%	20.3%	25.8%	22.4%	100.0%

Secondary education majors reported the least amount of contact with the principal of their host school. These were Bibb County Schools. Middle grades majors reported the most involved principals. These were Oak Hill Middle (15), Califf Middle (1), and placements (16) in various elementary schools.

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Breakdown by Partner School

School	(Not Once)	(Once)	(> Once)	(Several)	Total
Mattie Wells Primary		3	5	4	**12 (75%)**
Gray Elem.	3	4	2	12	**21 (67%)**
Oak Hill Middle	8	7	11	11	**37 (59%)**
Davis Elem.	1	3	3	1	**8 (50%)**
Blandy Hills Elem.	13	7	11	9	**40 (50%)**
Putnam Co. Elem	8	5	11	3	**27 (52%)**
Southside Elem	6	1	3	3	**13 (46%)**
Creekside Elem.	12	6	6	4	**28 (35%)**
Midway Elem.	11	7	7		**25 (28%)**
Baldwin H.S.	14	5	4	1	**24 (21%)**

At Mattie Wells Primary 75% of the preservice teachers reported that the principal made a contact more than once or several times during the placement period with the host teacher. Preservice teachers at Midway reported the fewest contacts for an elementary school principal. Oak Hill Middle School has four principals so the number of contacts was relatively high.

Did the principal have knowledge of what went on in classrooms? (Please write a short answer). Answers varied considerably. This would be of interest to our faculty teaching graduate programs in school leadership. A short sample follows:

I always talked to the principal in the halls and lunchroom.

No, he argued with my host teacher about her classroom management on many occasions.

Principal and assistant principal checked lesson plans, attended meetings -- very available.

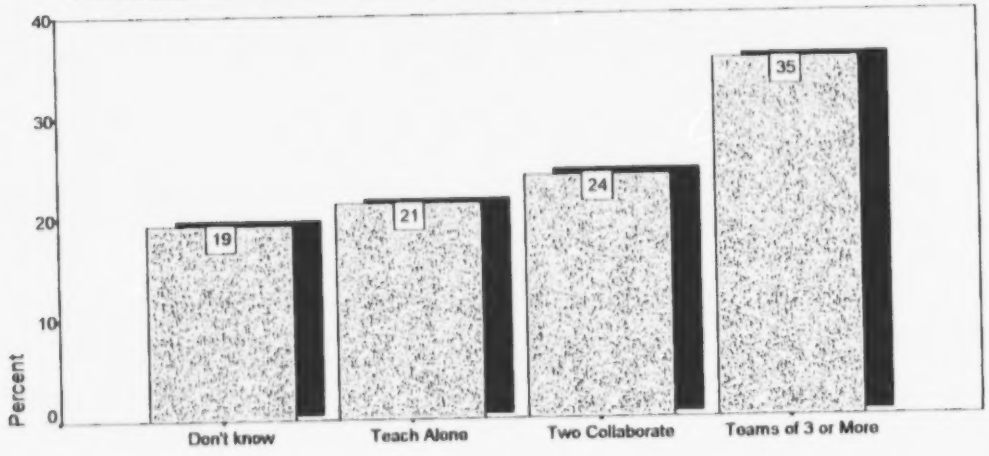
Yes,the vice-principal was always informed of what we were doing and how the students are doing.

Yes, regular visits of principal and vice principal monthly. The principal and vice principal used the student teachers as substitutes knowing that is was illegal. They also used us to proctor during tests.

Team Teaching or Teachers' Collaboration

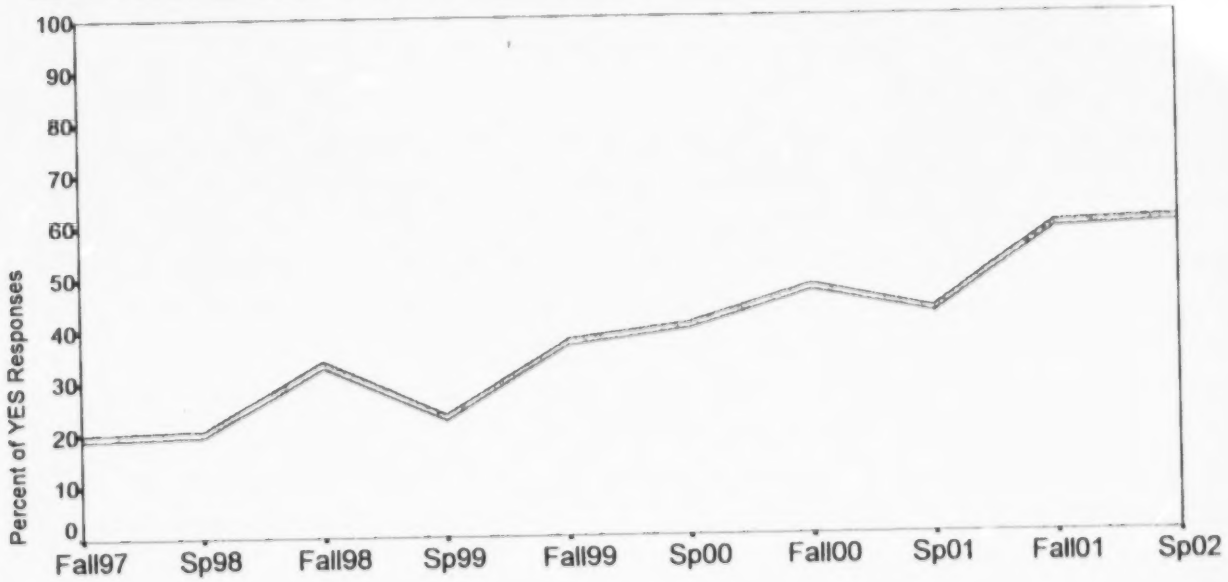
We asked our students if they observed host teachers modeling collaborative practices. The question was "Are there any teams of teachers that jointly plan for and instruct a common set of students for the purpose of coordinating instruction?

59% said that there were Teachers in Collaborative Teams



This is an improvement of 19% since last spring. The number of our preservice teachers reporting that they observed team teaching or teacher collaboration has been rising steadily since 1997.

Increase in Team Teaching or Teacher Collaboration in Field Placements



		Collaboration or Team Teaching				
		Don't know	Teach Alone	Two Collaborate	Teams of 3 or More	Total
Early Childhood	Count	17	25	31	54	127
	Percent	13.4%	19.7%	24.4%	42.5%	100.0%
Health & P.E.	Count	4	7	6	3	20
	Percent	20.0%	35.0%	30.0%	15.0%	100.0%
Middle Grades	Count	6	7	8	17	38
	Percent	15.8%	18.4%	21.1%	44.7%	100.0%
Secondary	Count	6	1	2	3	12
	Percent	50.0%	8.3%	16.7%	25.0%	100.0%
Special Education	Count	23	22	23	26	94
	Percent	24.5%	23.4%	24.5%	27.7%	100.0%
Total	Count	56	62	70	103	291
	Percent	19.2%	21.3%	24.1%	35.4%	100.0%

Early Childhood and Middle Grades report the most at 66-67% of the placements.

Breakdown by Partner Schools

School	Don't Know	Teach Alone	Two Collaborate	Teams of 3 or more	Total
Mattie Wells Primary			3	9	12 (100%)
Gray Elem.	3	3	7	7	20 (70%)
Oak Hill Middle	3	3	11	21	38 (84%)
Creekside Elem.	3	6	8	11	28 (68%)
Midway Elem.	4	6	10	4	24 (58%)
Blandy Hills Elem.	12	6	10	11	39 (54%)
Putnam Co. Elem	7	6	3	11	27 (52%)
Southside Elem	1	5	2	4	12 (50%)
Baldwin H.S.	9	12	1	2	24 (12%)
*Davis Elem.		1	1	5	7 (86%)
* missing data					

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Please describe the team teaching or collaboration that you observed or participated in? This would be of interest to faculty teaching middle grades coursework especially.

A couple of times a week during lunch the teachers get together and talk about their class and its curriculum. Most of the teachers work well with the collaborated teacher, collaboration works well for this school.

All of the classes here are in teams of 4 teachers, the teachers meet once a week to collaborate.

In 7th grade the Language Arts, math, science, social studies, special ed teachers are a team, but it's not always collaborative.

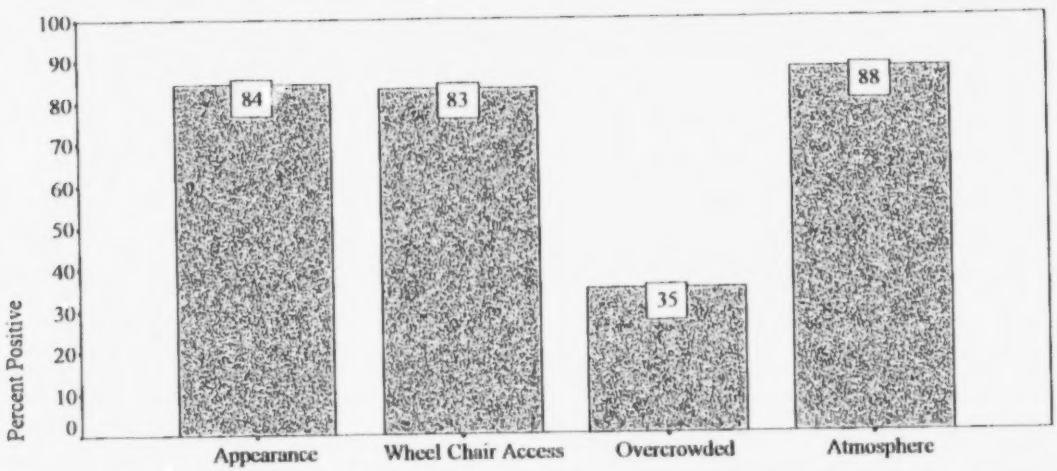
The team I observed consisted of 4 reg ed teachers 1 sp ed teacher. They all seemed to work well together.

All the classes I participated in were collaborative. The teacher or special education teacher would teach while the other circulated around the class assisting students.

The collaboration that I am aware of includes the IB program. The teachers that teach IB students come together to discuss the guidelines that they must follow in their curriculum.

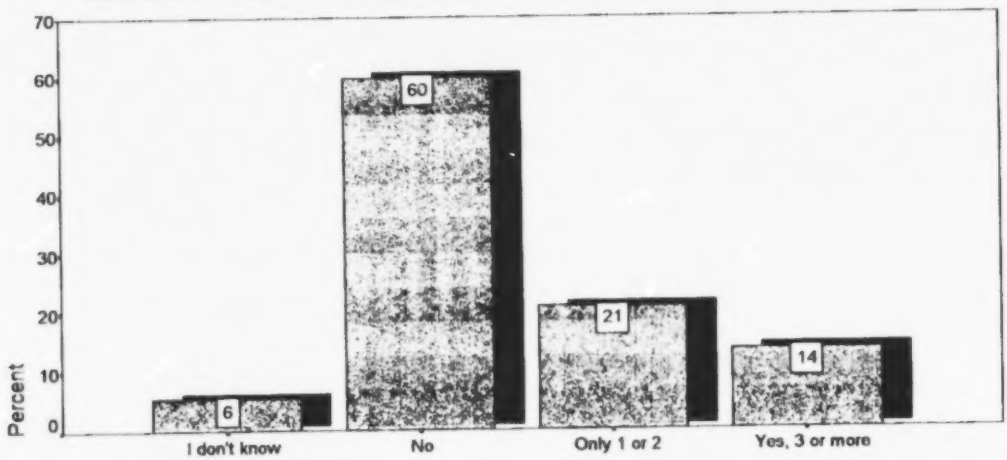
The teachers do their own thing even if they are working on the same unit.

Part 3 **The School Plant and Environment**



84% rated accessibility as completely accessible or having only one or two areas that were not accessible for teachers, students or visitors using wheelchairs.
83% rated the appearance of the school as attractive and well maintained. (Last year 81%)
88% rated the atmosphere of the school as student-centered, friendly and appropriate to the age level.
35% rated the school as overcrowded with divided classrooms or temporary housing such as trailers, see below. **60%** said that the school was not overcrowded. (These are about the same as last year).

Is the School Overcrowded with Divided Classrooms or Trailers?



End of report

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